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ABSTRACT

This document from Pima Community College in Arizona provides an overview of the processes used to evaluate the college's board of governors, chancellor, administrators, faculty, and classified staff. Efforts to streamline and strengthen the processes for faculty and administrator evaluation are also highlighted. Sections focusing on each personnel group indicate that: (1) board members are evaluated every 5 years using a survey mailed to all board members and administrators and to random samplings of faculty, staff, and students; (2) the chancellor is required to submit annual goals and to report progress and results twice each academic year; (3) the administrator evaluation system contains an annual review of progress toward goals and a cumulative and comprehensive review of leadership performance and goals; (4) faculty receiving satisfactory ratings in spring 1992-93 and 1993-94 are evaluated every 3 years, instead of annually; evaluations are conducted in two classes selected from a faculty member's regular teaching load; and (5) the college conducts a formal evaluation of regular, full-time classified staff employees annually. Exhibits provide the 1993 Board of Governors Assessment Questionnaire; lists of "President's Goals of 1990," "Chancellor's Goals for 1991-92," "Chancellor's Goals for 1992-93," and "Chancellor's Goals for 1993-94"; forms for "Goal Planning for Administrators" and "Annual Professional Development Review for Administrators"; a chart showing administrative goals and evaluation due dates; an administrator evaluation form; a student evaluation of instruction form; a cumulative faculty evaluation form; instruction for performance appraisals for employees; an "Employee Self-Appraisal Worksheet"; an employee "Performance Planning and Evaluation" form; and a "Supplemental Factors for Exempt Personnel Who Supervise Others" form. (KP)

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ED 375 915

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Board and Employee Evaluation

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PimaCountyCommunityCollegeDistrict

Institutional Effectiveness Series : 4

JC 940 G55

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Introduction

The *Institutional Effectiveness Program* booklet, in describing employee evaluation at the College, calls attention to the indispensable role of College personnel in providing services, planning and implementing change, and setting the tone for the institution. This awareness underscores the importance of evaluating College employees—faculty, administration, and staff—as an important way to measure the effectiveness of the College. For this purpose, formal evaluation of the Board of Governors and the chief executive officer of the College—which did not occur before this decade—is equally important.

This publication seeks to complement the personnel evaluation section of the *Institutional Effectiveness Program* booklet, primarily through exhibits that provide a more detailed look at the forms and procedures of the various evaluation processes. Efforts to streamline and strengthen the processes for faculty and administrator evaluation, in response to weaknesses identified by accrediting teams and employees, are also featured.

The order of the evaluation processes in this document is not intended to promote a hierarchical view of College personnel nor to imply that particular persons or groups make more important contributions to the College than others; rather, it was selected because the Chancellor's goals, once approved by the board, provide a common thread that is most easily followed through the administration into all segments of the College. All other evaluative criteria can stand alone within each classification and are indifferent to order of appearance.

Board of Governors

The Institutional Effectiveness Program includes a requirement that the Board of Governors be evaluated formally once every five years. Board evaluations mandated by the North Central Association were conducted in 1991, 1992, and 1993. Consequently, the first College-initiated evaluation is scheduled for 1998.

It is expected that future board evaluations will follow procedures similar to those of the earlier surveys. Survey forms were sent to all board members and administrators and to random samplings of faculty, staff, students, and Pima County residents. In 1993, forms were returned by 323 individuals, a 33% response rate. The survey form used in 1992 and 1993—slightly modified from 1991—is reproduced as Exhibit A.

As in past board evaluations, survey responses, both quantitative and qualitative, will be summarized and analyzed by the Office of Institutional Research, and results will be reported to board members to guide them in maintaining board strengths and improving performance. Survey results will also be presented in the Vice Chancellor's annual Report on Institutional Effectiveness.

Summary reports of the earlier Board of Governors evaluation surveys are available in the Office of Institutional Research.

Chancellor

The Board of Governors in 1990 initiated formal evaluation of the College's chief executive officer by requiring the Chancellor to submit annual goals and report progress and results twice during each academic year.

This procedure seeks to provide objective grounds for measuring the Chancellor's effectiveness in providing leadership and implementing institutional policy. It has also served to improve communication between the board and the chief executive officer and to assist in achieving accountability throughout the College.

The Chancellor's goals are produced through dialogue with College personnel followed by consultation with the board and are transmitted throughout the College through the administration. Applications of these goals, consequently, comprise a substantial portion of each administrator's evaluation.

The annual goals of the present Chancellor since 1990—covering a variety of timely subjects—are listed in Exhibit B.

Administrators

A significant change in the method of evaluating administrators occurred in 1990. Before then, the evaluation system was based on a management-by-objective approach called Planning, Management, and Evaluation, which had fallen out of use.

Administrator Evaluation, 1990-93

A revised evaluation system was developed by a committee of administrators, faculty, and staff, joined by administrators from other educational institutions, assisted by an evaluation consultant. It was piloted in the spring of 1990 and implemented the following fall.

The system had four purposes:

1. To determine how well goals and objectives were being met,
2. To recognize excellent performance,
3. To improve performance where necessary, and
4. To provide a basis for personnel decisions.

The evaluation process consisted of two components: 1) a supervisor's written report on the administrator's performance and 2) evaluations provided by the following four groups, using rating scales: a) the administrator being evaluated, b) the administrator's supervisor, c) other administrators at the same level, and d) persons for whom the administrator provided services.

The rating form contained three major evaluation categories: 1) administrative capabilities, 2) communication/interpersonal relations, and 3) leadership. Each category had ten to twelve items for evaluation and up to eight optional items in each category, selected by the administrator being reviewed. Ratings used a four-point scale and invited respondents to comment on the administrator's performance under each item on the form.

A second form was employed to record all of the information used in the evaluation: 1) information about the position being evaluated, 2) the supervisor's narrative evaluation summaries, 3) the ratings summary, and 4) an assessment of the degree to which the goals were attained by the administrator.

Early in 1993, a high-level administrative group met to review the evaluation procedures. They studied the distribution and tracking of the multiple evaluation forms for the forty-two administrators and held interviews with the Chancellor, other administrators, and the Institutional Research Director and staff responsible for program management.

Their findings showed that administrators rated high on the 4.0 scale, suggesting—as many administrators had maintained—that experienced administrators were being evaluated through extensive, complex, and time-consuming procedures that outweighed the value of the predictable results. The institutional research staff spent several months of each year administering the program at the expense of other research needs.

Current Administrator Evaluation

The administrator evaluation system was streamlined to reduce the quantity and frequency of evaluation instruments distributed, collected, and processed for experienced administrators while preserving measurements of quality management and leadership. The streamlined system was approved by the Chancellor's Cabinet in June 1993. It contains the following components and characteristics:

- ***Annual: A Review of Progress toward Goals***

    1) The format changed from a series of checklists to goal planning and narration.

    2) Administrators and their supervisors determine goals at the beginning of the fiscal year and establish benchmarks in accordance with the goals of the Board of Governors and the Chancellor.

    3) All administrators receive an annual one-page narrative evaluation summary by the supervisor in June.

- ***Cumulative: A Comprehensive Review of Leadership Performance and Goals***

    1) The format changed from multiple pages to a brief form focusing on leadership qualities and goals.

    2) Administrators who are new, reassigned, or have other special circumstances undergo the cumulative evaluation process in February of each year.

    3) All administrators receive a cumulative review from their supervising administrator every three years which may be supplemented with peer and/or reporting staff review.

The annual and cumulative evaluations become part of the official personnel record of each administrator, kept on file in the Human Resources Department.

Continuing efforts to ensure quality leadership and management by administrators will include 1) collecting feedback from administrators on the face validity of the evaluation instruments and 2) reviewing the usefulness of the forms and procedures.

Forms for Administrator Goal Planning, Annual Review, and Cumulative Review appear as Exhibits C, D, and E.*

Faculty

In the fall of 1991, a subcommittee of the Task Force on Effective Faculty Selection and Performance was formed to complete development of a comprehensive faculty evaluation process. The subcommittee of thirteen faculty members and three administrators reviewed evaluation procedures at other colleges, surveyed PCC faculty, obtained feedback from students and administrators, and received advice from an outside consultant.

Faculty Evaluation, 1991-93

Following the task force recommendations, a new faculty evaluation system was adopted. It featured annual evaluations by students and clients, using newly designed instruments, and cumulative evaluations every five years.

After a pilot period, the student component of the faculty evaluation process began in the spring semester of the 1992/93 academic year, and the first five-year cycle began the following fall.

The task force report included recommendations that, except for the instruments for nontraditional instruction, the new evaluation forms remain unchanged until the end of the first five-year cycle, and that the College administration convene an ongoing faculty evaluation advisory committee to review the aggregate data and streamline the process.

The faculty evaluation advisory committee convened at the end of the Spring 1993 semester. The committee read previous reports, reviewed the aggregate data of the first evaluation, and consulted with faculty and academic and service support administrators.

The committee found that on the 15 basic evaluation items, using a rating scale ranging from 1.0 ("unsatisfactory") to 6.0 ("extremely satisfactory"), the mean score for faculty was 5.24, or "very satisfactory." These results were similar to those of 1991 and 1992, when 99 percent of the faculty were rated "satisfactory" or above.

In addition, the committee found that the evaluation system required the annual generation of more than 91,000 forms and that numerous logistical problems in site administration of the evaluation, which was conducted by students, required considerable extra time and work of the computer services staff. In view of the predictable outcome of the evaluations, the committee concluded that the cost factor in time, stress, and money for administering annual evaluations was disproportionate to the amount of useful information gained.

Current Faculty Evaluation

The Chancellor's Cabinet in June 1993 approved several modifications to streamline the faculty evaluation system, including those that are summarized below.

- ***Summary of Major Changes in Student/Client Evaluations***
    - Faculty receiving satisfactory ratings from students/clients in the Spring semesters of 1992/93 and 1993/94 will be evaluated every three years in the Spring, instead of annually.
    - Rather than being administered to all classes, evaluations will usually be administered to two classes selected from each full-time faculty member's regular load in the appropriate Spring semester and to one class taught by each adjunct faculty every Spring.

- Client evaluations of counselors, librarians, and other educational support faculty will be conducted within regular time periods approved by the faculty member's immediate administrative supervisor.
- New regular full-time faculty members will be evaluated during the Spring district-wide process.
- District-wide use of the instrument for nontraditional courses will be eliminated. Campuses will be encouraged to develop an evaluation procedure for nontraditional instructional formats.
- Forms for team-taught and short-term courses will be delivered to deans of instruction on schedules that accommodate the special needs of those courses.
- A scanner that will accept pencil or ink will be acquired to reduce the expense and time involved in distributing and collecting special pencils for student use.

■ ***Summary of Major Changes in Cumulative Faculty Evaluations***

- Regular full-time faculty will be scheduled on a six-year (rather than a five-year) cycle during the fall semester for better alignment with the three-year review by students.
- Newly hired faculty will undergo the cumulative process in the first year of employment and usually once every six years thereafter.
- Faculty who change assignment status (e.g., from instructional faculty to educational support faculty) will also undergo cumulative evaluation in the first year.

Other provisions of the cumulative review process will remain the same as described in the *Faculty Personnel Policy Statement.*

Continuing efforts to ensure quality education through effective teaching will include: 1) collecting feedback from faculty, students, and support service units, then making annual modifications when necessary, and 2) reviewing and implementing a variety of intermittent classroom evaluation techniques that will be most useful to faculty members and academic administrators.

Forms for the Student Evaluation of Instruction and for Cumulative Faculty Evaluation appear as Appendix items F and G. Reports of the Task Force on Effective Faculty Selection and Performance and the first Ad Hoc Committee on Comprehensive Faculty Evaluation are available in the Office of Human Resources.

Classified Staff

The College conducts a formal evaluation of regular, full-time classified staff employees annually. The evaluation process is under review and, like administrator and faculty evaluation, is likely to undergo significant changes in the near future.

The present form of the staff evaluation process is described below.

Near the employee's annual anniversary, the participating staff member completes a self-appraisal form, the supervisor completes a performance planning and evaluation form on the employee, and the two meet to review the completed forms. Progress toward or attainment of goals from the previous year is evaluated as goals are set for the year. Professional development plans are also established to continue building job-related knowledge and skills.

The employee has an opportunity to make comments before the supervisor's evaluation is reviewed by the appropriate administrator and filed in the Human Resources Office. The employee has the option of also including the self-appraisal form as part of his or her personnel file.

Evaluations of exempt personnel who supervise others employ an additional set of forms containing factors suited to their functions. In establishing goals for the subsequent year, these employees, like administrators, are expected to incorporate appropriate College goals consistent with those of their supervisors.

The self-appraisal form and performance planning and evaluation form for the classified staff appears in Exhibit H, and a supplementary form for exempt supervisory staff appears in Exhibit I.

PIMA COMMUNITY COLLEGE

1993 Board of Governors Assessment Questionnaire

Directions: Please assess the **current** Board of Governors by circling the applicable response for each question. If you are unable to answer a question, circle "Don't Know". Return your **unsigned**, completed questionnaire to the Institutional Research Office, District Service Center, by **Friday, March 26**. Thank you.

	Always	Frequently	Infrequently	Never	Don't Know
1. Do each of the following groups have the opportunity to express their views at Board Meetings:					
Board members?	A	F	I	N	DK
College personnel?	A	F	I	N	DK
Public?	A	F	I	N	DK
2. Are Board members sufficiently prepared to discuss agenda items?	A	F	I	N	DK
3. Is debate on Board Agenda items sufficient to explore all the issues?	A	F	I	N	DK
4. Do Board members interact positively with one another at their open meetings?	A	F	I	N	DK
5. After a decision has been made, does the Board speak as one voice?	A	F	I	N	DK
6. Does the Board interfere unduly in Pima College administrative matters?	A	F	I	N	DK

	Very Effective	Effective	Ineffective	Very Ineffective	Don't Know
7. How would you rate the overall effectiveness of the Board?					

	All	One-Half or More	Less Than One-Half	None
8. How many Board meetings have you attended during 1992-93?				

9. How have you received information about the Board during 1992-93? (Circle all that apply.)

Attendance at Board Meetings	Discussion with others
Student newspaper (Aztec Press)	Public media
Weekly College Bulletin	Board minutes
Other College publications	Other (specify)_____

10. Clarification of responses and/or comments: _____

_____

_____

IR /CM 2/23/93 WP2:.1\WP2 DOC\BOG EVAL\BOG93\BOGSUR93.DOC

President's Goals of 1990

Goal 1: Remove Probation Status

The President will take responsibility for and leadership in completing the removal of probationary status.

Goal 2: Reorganize Administratively and Educationally

The President will be responsible for developing and implementing a plan of organization that will support the mission of the College and properly describe the relationship between the District Service Center and the campuses.

Goal 3: Upgrade All Management Practices

The President will be responsible for devising and implementing appropriate management practices in all areas of the College.

Goal 4: Improve Faculty and Staff Development and Training

The President will devise and implement a plan to develop the potential and opportunities of present and future faculty and staff members of Pima Community College. Included in that plan will be a provision for an aggressive plan of affirmative action.

Goal 5: Build Community Confidence in Pima Community College

The President will take whatever steps are necessary to instill confidence in the College on the part of the community.

Goal 6: Develop Strategic Plans for Mission, Facilities, Curriculum and Finance

The President will be responsible for the development of a strategic plan for facilities, curriculum, finance and for rewriting the mission.

(Effective 1990, the CEO title changed to Chancellor.)

Chancellor's Goals for 1991-92

Goal 1: To upgrade all management practices with the aim of being more efficient with financial resources.

Goal 2: To complete a Long Range Plan that will include Mission, Facilities, Curriculum, Finance, Computer Services, Human Resources and Affirmative Action.

Goal 3: To complete an organizational plan that will place emphasis on campus organization and on economy of organization.

Goal 4: To devise a more effective legislative process whereby the needs of Pima Community College can be articulated to the State Legislature in a moré effective manner.

Goal 5: To develop a program for faculty and staff development that will provide opportunities for professional growth and advancement.

Goal 6: To build a program of public relations that will maintain and improve the community's confidence in Pima Community College.

Goal 7: To establish a program for professional development and advancement for associate faculty.

Chancellor's Goals for 1992/93

Goal 1: To upgrade all management practices with the emphasis of being more efficient with financial resources.

Goal 2: To continue to refine programs for faculty and staff development that will expand opportunities for professional growth and advancement.

Goal 3: To continue refinement of an organizational plan that will place emphasis on campus organization and on economy of organization.

Goal 4: To complete a plan of organization of departments that will better administrative and teaching conditions.

Goal 5: To continue refinement of a long-range plan that will include Mission, Facilities, Curriculum, Student Development, Finance, Computer Services, Human Resources and Affirmative Action.

Goal 6: To give leadership in the educational arena of Pima County as different organizations are considered for the management of expected enrollment growth in Higher Education.

Chancellor's Goals for 1993/94

Goal 1: To upgrade all management practices with the emphasis of being more efficient with financial resources.

Goal 2: To continue to refine programs for faculty and staff development that will expand opportunities for professional growth and advancement.

Goal 3: To continue refinement of an organizational plan that will place emphasis on campus organization and on economy of organization.

Goal 4: To complete a plan of organization of departments that will improve administrative and teaching conditions.

Goal 5: To continue refinement of a strategic and long-range plan that will include Mission, Facilities, Curriculum, Student Development, Finance, Computer Services, Human Resources and Affirmative Action.

Goal 6: To give leadership in the educational arena of Pima County as different organizations are considered for the management of expected enrollment growth in Higher Education.

Goal 7: To give leadership to preparations for the Focused Visit in March of 1994 that will include attention to the five (5) components of the Institutional Effectiveness Plan.

Goal 8: To give leadership to the development of a plan to meet the requirements set forth under the Americans With Disabilities Act.

PimaCountyCommunityCollegeDistrict

Goal Planning for Administrators

Administrator: _____ Position: _____

Supervisor: _____ Location: _____ Date: _____

(Supervisor and administrator should consider the Chancellor's goals, the unit operational goals, and the Strategic Traveling Directions when writing the plans. Include activities and timelines.

Exhibit D

PimaCountyCommunityCollegeDistrict

Annual Professional Development Review for Administrators

Reviewed Administrator: _____ Location: _____

Position Title _____ Supervisor: _____

Supervisor's Review: (Comments should address progress toward goals, areas of commendation and/or areas requiring more attention. Additional sheets may be attached.)

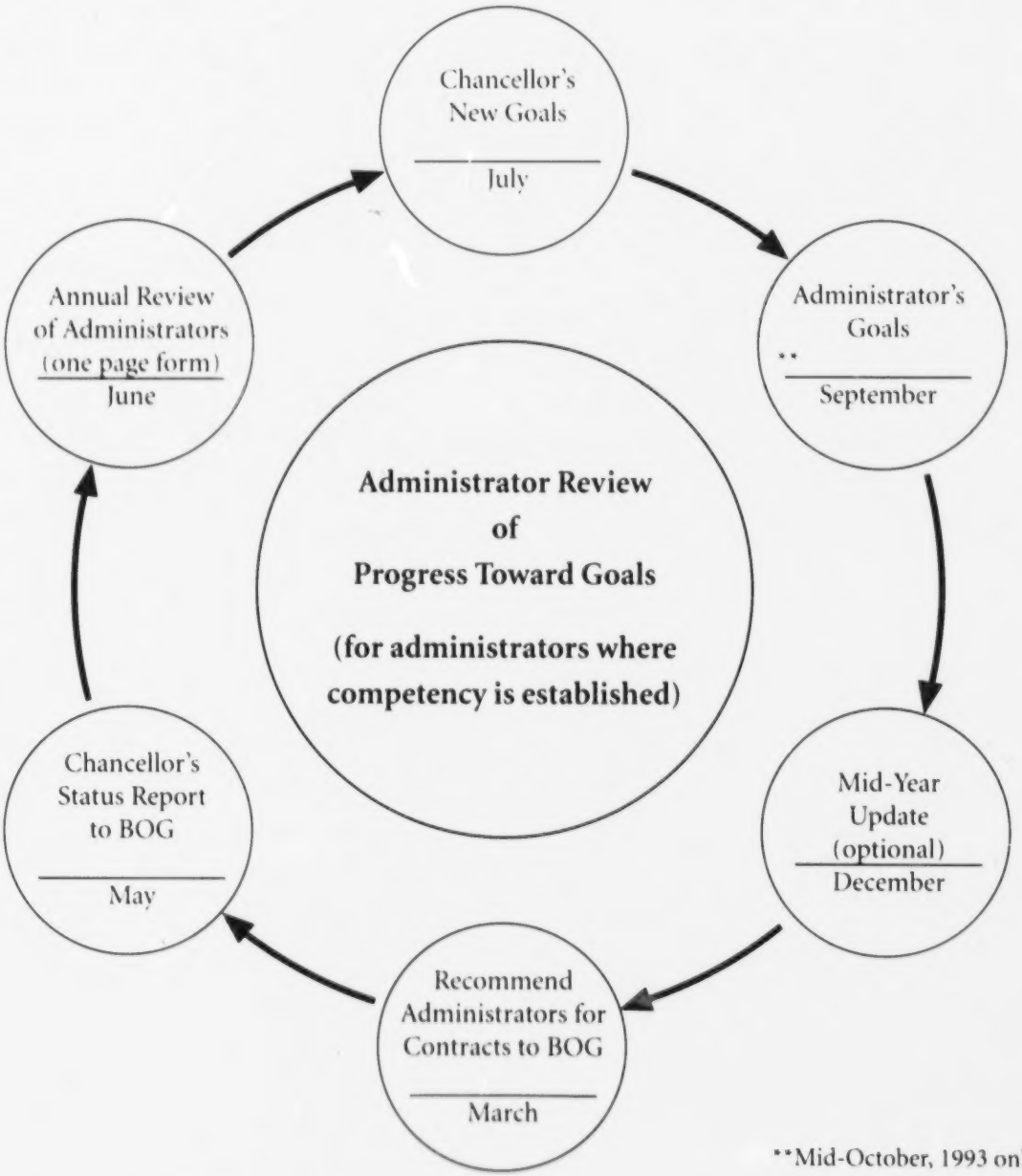
Areas for emphasis in addition to goals. (Optional)

(Signatures show that the administrator and supervisor have reviewed and discussed the above comments. The signature of the reviewed administrator does not imply agreement.)

_____	_____	_____	_____
Administrative Supervisor	Date	Reviewed Administrator (Optional: Response may be attached)	Date
_____	_____		
Chancellor/Vice Chancellor/Provost	Date		

Please return a copy of this form in an envelope marked "CONFIDENTIAL" to: Professional Development and Evaluation, Human Resources, District Central Office, Mail Code 1188.

Administrative Goals and Evaluation Due Dates



**Mid-October, 1993 only

C O N F I D E N T I A L

PimaCountyCommunityCollegeDistrict

For period covering: _____ to _____

Administrator's Name: _____

Position Title: _____

Location: _____ Telephone Number: _____

Supervisor's Name: _____

Position Title: _____

Complete if employed ***less than a year*** in current position:
Check appropriate line:

New to PCCCD: _____

New to position with in PCCCD: _____

Date of assignment: _____

Former PCCCD Position Title: _____

Supervisor: _____

Location: _____

C O N F I D E N T I A L

PimaCountyCommunityCollegeDistrict

The PDR (in partial fulfillment of the cumulative review) should be completed by the supervisor and discussed with the administrator under review.

Rating Scale Definitions: 1 - Does Not Meet Expectations; 3 - Fulfills Expectations; 5 - Far Exceeds Expectations; A - Not Enough Information To Rate; B - Does Not Apply
Circle the number/letter that best describes.

Part I. Performance	Does Not Meet		Fulfills		Far Exceeds	Not Enough Info	Does Not Apply
A. VISION: The effective administrator has a vision for the department/unit that enhances the College's mission.							
This administrator:							
1. Has creative ideas that improve the quality or quantityof work.	1	2	3	4	5	A	B
2. Clearly communicates vision to others.	1	2	3	4	5	A	B
3. Motivates others to become more visionary.	1	2	3	4	5	A	B
B. GOALS: The effective administrator develops and meets goals within appropriate timelines.							
This administrator:							
1. Consults with others in developing goals.	1	2	3	4	5	A	B
2. Makes appropriate modifications of goals when necessary.	1	2	3	4	5	A	B
3. Meets goals within established timelines.	1	2	3	4	5	A	B
C. BUDGET: The effective administrator plans, monitors and expands the budget in support of the plan.							
This administrator:							
1. Plans a realistic budget.	1	2	3	4	5	A	B
2. Determines that funds are spent wisely.	1	2	3	4	5	A	B
3. Reallocates to meet changing program needs.	1	2	3	4	5	A	B
D. SUPERVISION & EVALUATION: The effective administrator supervises and evaluates staff/resources/ work using strategies for improvement.							
This administrator:							
1. Completes meaningful written evaluations for individuals and unit.	1	2	3	4	5	A	B
2. Uses well-planned strategies to improve work performance.	1	2	3	4	5	A	B
3. Coordinates and develops resources appropriately.	1	2	3	4	5	A	B
E. COMMITMENT TO DIVERSITY: The effective administrator is committed to the valuing of diversity and supporting equal opportunity and nondiscrim-ination laws and policies.							
This administrator:							
1. Is knowledgeable about laws and policies.	1	2	3	4	5	A	B
2. Actively promotes the acceptance of cultural diversity and equal access.	1	2	3	4	5	A	B
3. Takes corrective action, when necessary, to uphold nondiscrimination laws and policies.	1	2	3	4	5	A	B

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Rating Scale Definitions: 1 - Does Not Meet Expectations; 3 - Fulfills Expectations; 5 - Far Exceeds Expectations; A - Not Enough Information To Rate; B - Does Not Apply

Circle the number/letter that best describes.

	Does Not Meet		Ful-fills		Far Exceeds	Not Enough Info	Does Not Apply
F. COMMUNICATION: The effective administrator communicates with others to keep an open exchange of ideas and information.							
This administrator:							
1. Is both responsive and accessible.	1	2	3	4	5	A	B
2. Meets regularly with supervised employees.	1	2	3	4	5	A	B
3. Articulates ideas and information in a readily understandable manner.	1	2	3	4	5	A	B
G. ACCEPTANCE OF CHANGE: The effective administrator views change as an opportunity for professional growth and development.							
This administrator:							
1. Initiates improvements in response to changing needs.	1	2	3	4	5	A	B
2. Advocates and supports positive change.	1	2	3	4	5	A	B
3. Seeks necessary professional development to prepare for change.	1	2	3	4	5	A	B
H. CONFLICT MANAGEMENT: The effective administrator recognizes potential conflict between individuals and takes appropriate action.							
This administrator:							
1. Accurately assesses the critical issues.	1	2	3	4	5	A	B
2. Works toward understanding the perspectives of each individual.	1	2	3	4	5	A	B
3. Resolves conflicts in a constructive manner.	1	2	3	4	5	A	B
I. TEAM-BUILDING: The effective administrator establishes a productive work environment in support of the College mission.							
This administrator:							
1. Enthusiastically supports the College's mission and goals.	1	2	3	4	5	A	B
2. Places appropriate people together to accomplish a goal or task.	1	2	3	4	5	A	B
3. Provides professional growth opportunities for employees.	1	2	3	4	5	A	B
J. POSITIVE WORK ENVIRONMENT: The effective administrator contributes to a positive work environment.							
This administrator:							
1. Demonstrates a positive attitude.	1	2	3	4	5	A	B
2. Displays tact and sensitivity.	1	2	3	4	5	A	B
3. Has high standards of ethics and integrity.	1	2	3	4	5	A	B

Part II. Comments:

A. Rating supervisor

B. Reviewed administrator

Part III. (Signatures show that the administrator and supervisor have reviewed and discussed the information in this form. The signature of the reviewed administrator does not imply agreement.)

Rating Supervisor: _____ Date: _____

Reviewed Administrator: _____ Date: _____

Chancellor/Vice Chancellor/Provost: _____ Date: _____

Supervisors: Send a copy of the completed PDR form in an envelope **clearly marked "CONFIDENTIAL"** to: **Professional Development and Evaluation, Human Resources, District Central Office, Mail Code 1188.**

Exhibit F

STUDENT EVALUATION OF INSTRUCTION (1)

1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0
1	2	3	4	5	6	7	8	9	0

PimaCommunityCollege

The purpose of this student survey is to obtain your opinions about the performance of the instructor. Your instructor will have one student from your class distribute and collect the questionnaires, seal the envelope, and personally return the envelope to the designated office for your campus. **Your instructor will not be given the completed questionnaires until after your grades have been submitted.**

DO NOT IDENTIFY YOURSELF

Part I. Please respond by marking your level of **satisfaction** or **dissatisfaction** with each statement.

MARK APPROPRIATE RESPONSE	Extremely Satisfactory	Very Satisfactory	Satisfactory	Needs Some Improvement	Needs Much Improvement	Unsatisfactory	Do Not Know
1. Extent to which the course objectives were made clear from the beginning of the course.							
2. Extent to which all objectives listed in the course syllabus or outline are being taught in this class.							
3. Extent to which your instructor gives assignments (projects, papers, etc.) which reflect course content.							
4. Extent to which examinations are based on material covered in this course.							
5. Extent to which the course grading system was made clear from the beginning of the course.							
6. Extent to which the attendance policy is clear.							
7. Extent to which your instructor makes effective use of class time.							
8. Extent to which your instructor enjoys teaching.							
9. Extent to which your instructor is prepared for class.							
10. Extent to which your instructor's teaching methods help you learn.							
11. Willingness of your instructor to help you with course problems.							
12. Extent to which you are free to ask questions in class.							
13. Adequacy with which the instructor answers your questions.							
14. Extent to which your instructor challenges you to learn.							
15. Quality of your instructor's teaching skills.							

YOUR INSTRUCTOR MAY PRESENT THREE QUESTIONS TO BE ANSWERED AS ABOVE

16. _____(Question selected by your instructor.)						
17. _____(Question selected by your instructor.)						
18. _____(Question selected by your instructor.)						

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Part II. Comments you may wish to make. **(Your instructor will not be given the completed questionnaire until after your grades have been submitted.)**

In your opinion, what are the major strengths of this instructor?

What suggestions would you give this instructor for improvement?

PimaCommunityCollege

CUMULATIVE FACULTY EVALUATION FORM (9)

Name of Faculty Member: _____ S.S.#: _____

Division: _____ Department: _____

Provost or Dean: _____ S.S.#: _____

Faculty type: (Mark the appropriate box)

☐ Instructional ☐ Librarian ☐ Counselor ☐ Other Educational Support

SPECIAL CIRCUMSTANCES:
List any special circumstances that might pertain to this evaluation; i.e., teaching load, leave, special assignment, etc. (Attach)

EVALUATION COMPONENTS

	Rating	Instructional Faculty Weighted Rating	Counselor, Librarian or Other Educational Support Faculty Weighted Rating
1. Student/Client Summary Evaluation (Attach) 1st Year _____ 3rd Year _____ 5th Year _____ 2nd Year _____ 4th Year _____ AVERAGE _____	_____	[30%]	[25%]
2. Immediate Supervisor Evaluation (Attach)	_____	[60%]	[65%]
3. Self-Evaluation (Attach)	_____	[10%]	[10%]
4. Computer Generated Cumulative Total (Attach)		_____	_____

5. Provost/Dean Written Summary Regarding Items 1-4 (Attach)

*6. Faculty Member's Response to Provost/Dean Written Summary (Attach)

7. Faculty Member's Plan for Improvement (Attach)

MARK ONE

☐ I acccept this evaluation. ☐ I do not accept this evaluation.

_____ _____ _____ _____
Faculty Member Signature Date Provost/Dean Signature Date

*Components 1-5 will be forwarded to the faculty member prior to meeting with the faculty member's Provost or Dean.

White Copy: Personnel File • Yellow Copy: Immediate Administrative Supervisor • Pink Copy: Faculty Member

Revised 6/2/92

PimaCommunityCollege
PERFORMANCE APPRAISAL

INSTRUCTIONS

STEP 1

A You will need the following two forms to complete this step
   1 The "Employee Self-Appraisal Worksheet" (Yellow form).
   2 The "Performance Planning and Evaluation" form (Beige form)

B Have a short meeting with your employee to discuss the performance appraisal process and to give the "Employee Self-Appraisal Worksheet" to the employee. The employee should complete the form. However, entering a rating number in the box is optional. The employee has the option to include this form as part of his or her personnel file.

C Let the employee know that you will be completing the "Performance Planning and Evaluation" form before the next meeting. Explain the form so that the employee will know the factors on which his or her performance rating will be based.

D Schedule a time and place to meet again to review the completed forms.

STEP 2

A Based on your assessment of the employee's performance, fill out the "Performance Planning and Evaluation" form.

B If you are evaluating an exempt employee who supervises others, you must also complete the "Supplemental Factors for Exempt Personnel Who Supervise Others" form. (Gray form)

C The rating descriptions on the first page of the "Performance Planning and Evaluation" form are used for each factor. When considering the employee's performance for each factor, be sure to list specific examples of on-the-job behavior to cite strengths and areas for improvement. Each factor is assigned a numerical rating based on overall performance in that specific area. If a factor does not apply to the job, write "not applicable" in the space next to the factor.

STEP 3

A Meet with your employee to discuss the "Performance Planning and Evaluation" form and the "Employee Self-Appraisal Worksheet." Be sure to schedule enough time in a private area where there will not be interruptions.

B After discussing the ratings, give the form to the employee for his or her comments and signature. It is suggested that the employee have at least one day to make comments.

STEP 4

After discussing the employee's comments, make a copy for your files and forward the original packet to the appropriate level of supervisor(s) and the appropriate administrator for signature.

STEP 5

ADMINISTRATORS: After reviewing and signing, please forward original packet to the Personnel/Human Resources Office.

PimaCommunityCollege

EMPLOYEE SELF-APPRAISAL WORKSHEET

NAME _____ DATE _____

TITLE _____ DEPARTMENT _____

You will be evaluated on these factors. Write comments about your strengths and areas for improvement in the space below each factor. Rating your performance at right is optional. The descriptions of ratings are on the back of this form. You have the option of including this form as part of your personnel file.

FACTORS **RATING**

KNOWLEDGE OF FIELD: Familiarity with the application of current technology, techniques and trends that pertain to assigned work. ☐
Specific examples of strengths and areas for improvement

QUALITY OF WORK: Accurate, neat, well-organized. ☐
Specific examples of strengths and areas for improvement

QUANTITY OF WORK: Amount of work accomplished, ability to meet schedule on assignments. ☐
Specific examples of strengths and areas for improvement

INITIATIVE: Self-motivating. Resourceful, accepts responsibilities, takes independent action where appropriate, improves professional knowledge and skills. ☐
Specific examples of strengths and areas for improvement

WORK HABITS: Acceptance and compliance with directives and instructions from supervisor. Respect for college property. Follows safety rules. ☐
Specific examples of strengths and areas for improvement

ADAPTABILITY: Meets changing conditions and responds to new procedures. ☐
Specific examples of strengths and areas for improvement

PLANNING AND ORGANIZING: Analyzes problems and opportunities, establishes priorities, effectively uses time, materials and equipment. Meets deadlines. ☐
Specific examples of strengths and areas for improvement

RELATIONSHIP WITH OTHERS: Treats others with respect, tact and courtesy. Exercises self-control under stress. ☐
Specific examples of strengths and areas for improvement

PUNCTUALITY AND ATTENDANCE: Arrives to work, returns from breaks and lunch periods on time. ☐
Specific examples of strengths and areas for improvement

What were your accomplishments as they relate to the goals and objectives from your last review?

What would you like to accomplish during the next appraisal period?

Topics you would like to discuss with your supervisor during your interview, such as training, your job duties, your role in the College, your job goals, and other concerns

Employee's Signature _____ date _____

Supervisor's Signature _____ date _____

DESCRIPTIONS OF RATINGS USED IN EVALUATING PERFORMANCE

7) Performance exceeded job requirements in all major areas. Significant work above and beyond the responsibilities of the job was achieved.
6) Performance exceeded job requirements in several important areas.
5) Performance met job requirements in all important areas with extra effort evident in quality, quantity, timeliness or some other important dimension of performance.
4) Performance met job requirements in all important areas.
3) Performance met job requirements but improvement would be desirable in one or more areas.
2) Performance was below job requirements in one or more important areas and immediate improvement will be required.
1) Performance is significantly below job requirements in several important areas. Reassignment or termination should be considered.

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PimaCommunityCollege

PERFORMANCE PLANNING AND EVALUATION

EMPLOYEE NAME

REVIEW PERIOD FROM TO

POSITION TITLE

DATE STARTED IN THIS POSITION REPORTS TO

LOCATION

DESCRIPTIONS OF RATINGS USED IN EVALUATING PERFORMANCE

7) Performance exceeded job requirements in all major areas. Significant work above and beyond the responsibilities of the job was achieved
6) Performance exceeded job requirements in several important areas
5) Performance met job requirements in all important areas with extra effort evident in quality, quantity, timeliness or some other important dimension of performance
4) Performance met job requirements in all important areas
3) Performance met job requirements but improvement would be desirable in one or more areas
2) Performance was below job requirements in one or more important areas and immediate improvement will be required
1) Performance is significantly below job requirements in several important areas. Reassignment or termination should be considered

PERFORMANCE FACTORS

FACTORS **RATING**

KNOWLEDGE OF FIELD: Familiarity with the application of current technology, techniques and trends that pertain to assigned work.
Specific examples of strengths and areas for improvement.

QUALITY OF WORK: Accurate, neat, well-organized.
Specific examples of strengths and areas for improvement.

QUANTITY OF WORK: Amount of work accomplished, ability to meet schedule on assignments
Specific examples of strengths and areas for improvement

INITIATIVE: Self-motivating. Resourceful, accepts responsibilities, takes independent action where appropriate, improves professional knowledge and skills
Specific examples of strengths and areas for improvement

WORK HABITS: Acceptance and compliance with directives and instructions from supervisor. Respect for college property. Follows safety rules
Specific examples of strengths and areas for improvement

ADAPTABILITY: Meets changing conditions and responds to new procedures
Specific examples of strengths and areas for improvement

PLANNING AND ORGANIZING: Analyzes problems and opportunities, establishes priorities, effectively uses time, materials and equipment. Meets deadlines
Specific examples of strengths and areas for improvement

RELATIONSHIP WITH OTHERS: Treats others with respect, tact and courtesy. Exercises self-control under stress
Specific examples of strengths and areas for improvement

PUNCTUALITY AND ATTENDANCE: Arrives to work, returns from breaks and lunch periods on time
Specific examples of strengths and areas for improvement

What were the employee's accomplishments as they relate to the goals and objectives from the last review?

Are there training and development activities which would help the employee do a more effective job? Please describe

Goals to be accomplished by next evaluation period

GOALS	**TIMETABLE**

SUPERVISOR'S COMMENTS: (Additional sheets may be attached)

EMPLOYEE'S COMMENTS: (Additional sheets may be attached)

_____ I agree with the rating
_____ I disagree with the rating

ACTION RECOMMENDED (Probationary employee only)

_____ Effect Regular Employment
_____ Terminate

Employee's signature _____ date _____

Supervisor's signature _____ date _____

Reviewed by _____ date _____

Title _____

Comments

Reviewed by _____ date _____

Title _____

Comments

Administrator's signature _____ date _____

Comments

Exhibit I

PimaCommunityCollege

SUPPLEMENTAL FACTORS FOR EXEMPT PERSONNEL WHO SUPERVISE OTHERS

FACTORS **RATING**

HUMAN RESOURCES DEVELOPMENT: Coaches and counsels employees to sustain and improve job performance. Works with employees to develop their potential and increase their value to the College.
Specific examples of strengths and areas for improvement:

☐

MANAGEMENT DEVELOPMENT: Participation in the Management Development program. (24 hours is the minimum requirement.)

Exceeds requirement ☐
Meets requirement ☐
Does not meet requirement ☐

BUDGETARY RESPONSIBILITY: Seeks best use of materials, equipment and staff to maximize efficiency and effectiveness.
Specific examples of strengths and areas for improvement:

☐

EMPLOYEE RELATIONS: A. Fair and impartial in interactions; is interested in employee welfare; elicits staff input where feasible; responds to staff suggestions and complaints in a serious, sensitive and timely manner.
Specific examples of strengths and areas for improvement:

☐

B. Anticipates problems and takes preventive measures; effectively resolves disputes among employees; handles corrective discipline and employee grievances.
Specific examples of strengths and areas for improvement:

☐

EMPLOYEE DEVELOPMENT: Encourages staff participation in professional growth training.
Specific examples of strengths and areas for improvement:

☐

PERFORMANCE APPRAISAL: Prepares thorough and objective performance appraisals; provides performance feedback on a regular basis; acknowledges good performance and discusses performance problems.
Specific examples of strengths and areas for improvement:

☐

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ACTION RECOMMENDED (Probationary employee only)

_____ Effect Regular Employment
_____ Terminate

Employee's signature _____ date _____

Supervisor's signature _____ date _____

Reviewed by _____ date _____

Title _____

Comments

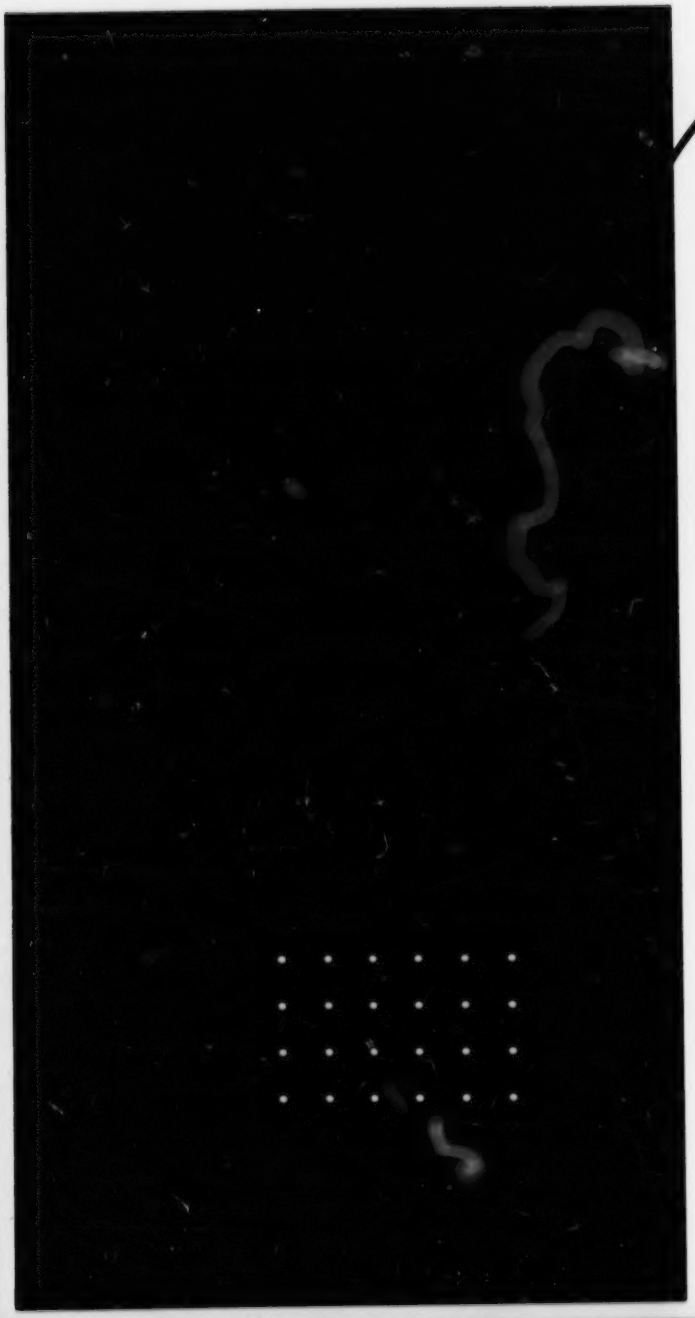
Reviewed by _____ date _____

Title _____

Comments

Administrator's signature _____ date _____

Comments



PimaCountyCommunityCollegeDistrict
Tucson, Arizona 85709
An Equal Opportunity/Affirmative Action College